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ABSTRACT

An experiment sought to determine the effectiveness of a program for improving achievement among black seventh and eighth grade social studies students. The aim was to develop a media center service program that would support school district efforts to provide educational and support services for the black male. An audiovisual tutoring program within the media center emphasized listening and comprehension skills. Based upon the Directed Inquiry Audiovisual Activity method, the program involved the media generalist and students in a "who, what, where, when, how" questioning sequence. Instruction entailed the use of television equipment and videotaped recordings of classic poems. Students produced notebooks that included viewing and discussion notes, a poetry book report, and a personal critique of the session. The program achieved its goals and objectives. Teachers and the media generalist worked together and employed poetry tapes to bring about student discussion and analysis of poetry and ultimately student poems. The document includes examples of student poems. (SG)

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ED 406 250

DIRECTED TUTORING APPROACH TO INCREASE LIBRARY CIRCULATION

AN ALTERNATIVE APPROACH TO THE INSTRUCTION OF AFRICAN -AMERICAN MALE STUDENTS

presented to

Esther Hardin

William Simmons

Bruce Speight

by

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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DIRECTED TUTORING APPROACH TO INCREASE LIBRARY CIRCULATION

ANDREW JACKSON AND FRANCIS SCOTT KEY
MIDDLE SCHOOLS

PRINCE GEORGE'S COUNTY, MARYLAND

"The Media Center offers a program of special tutoring to help African-American male students succeed in reading."

At Andrew Jackson and Francis Scott Key Middle Schools in Southeast Prince George's County, over ninety percent of the students are African-American. The Media Generalist has devised a special program to assist the seventh and eighth grade Social Studies teachers in improving the reading and comprehension skills of the lowest-performing African-American male students.

Goal #1: To develop a collaborative Media Center service program that will support District efforts to provide educational and support services for the African-American male.

Objective #1: To design and implement an outreach program for African-American males within Andrew Jackson and Francis Scott Key Middle Schools.

Objective #2: To collaborate on the design and implementation of the Directed Tutoring Approach with Social Studies teachers.

Goal #2: To coordinate existing, and create new services to:
(a) assist students in becoming Media Center users,
(b) assist students in reaching their literacy level,
(c) support the social studies curriculum.

Objective #1: To assist students in usage of the Media Center through a variety of developmental approaches and poetry based activities sponsored by the Media Generalist.

Objective #2: To increase skills of African-American males through sessions offered in a series of tutorials in the Media Center.

Objective #3: To select materials which support the social studies curriculum.

A MEDIA CENTER EXPERIMENT:

This program is designed as an experiment to determine whether audiovisual and reading tutoring methods used in the Media Center will be effective. Eight African-American males will be selected each nine-weeks by the Social Studies Teams of both schools.

Students from the experimental group will be scheduled into the Media Center from 9:00 to 10:00 one day a week, for nine weeks. The directed tutoring program will emphasize listening and comprehension skills, based upon the following premises: (1) traditional

programs used in the past have not substantially improved their classroom and Media Center performance/usage; (2) their particular needs would best be served by an audiovisual tutoring approach that would help to enhance their further achievement in reading and listening comprehension; and (3) their particular needs would best be served by working in a media-centered atmosphere.

INSTRUCTIONAL STRATEGY:

Based upon the Directed Inquiry Audiovisual Activity method, the program will involve the Media Generalist and students in a questioning sequence: "Who?, What?, Where?, When?, How?". Instruction will be based upon diagnosis of group student needs, and progress-monitored discussion for each lesson. Bi-weekly conference will be held between the Team and the Media Generalist to discuss group work.

USING THE AUDIOVISUAL APPROACH:

The directed audiovisual tutoring approach was chosen because it offers an ideal way of providing instruction that induces active involvement and systematically builds to more complex skills from simpler ones. Audiovisual media utilized in the tutoring will employ television and VHS. The program will also provide personalized reading instruction in the Media Center.

The Media Generalist will make use of television equipment already present in the school, incorporating into the tutoring program to-be-purchased (The Heritage Collection: Poetry) videos, developed by A.W. Peller & Associates, Inc. From award-winning PBS series -- Anyone for Tennyson? -- these video programs are designed with the assistance of educators and librarians to ensure a format that is both enjoyable and workable in a classroom setting. The series takes an innovative look at the timeless poetry which shapes our social heritage. Each program runs about 45 minutes:

a quip with "Yip" and friends = humorous selections from Nash, Parker, McGinley, cummings, and Harburg, performed by Jack Lemmon, George Plimpton and Fred Gwynne.

Whispers on the Wind = selections from Pope, Heyward, Dickey, Lawrence, Monroe, and Native Americans, performed by Ruby Dee, LeVar Burton, Robert Culp, Cameron Mitchell, and John Two Birds Arbuckle.

America in Portrait = Frost, Holmes, Poe, Sandburg, Masters, and Chaucer, performed by James Whitmore, Henry Fonda, and William Shatner.

With a Feminine Touch = poetry of Dickinson, Bronte, Plath, Millay, Bronte, and Bront, performed by Valerie Harper and Claire Bloom.

Audiovisual tapes are designed to involve the students in subject-matter activities which will help build listening and comprehension skills.

Poetry books for reading about peoples and places around the world will be utilized from the existing collection, as well as, the purchasing of the following:

Coconut Kind of Day: poems from the Caribbean

The Sacred Path: Native American anthology

Caribbean Carnival: West Indies

The Moment of Wonder: China

The Season of Time: Japan

The Dream Keeper and Other Poems: African-American

STAFFING AND COSTS:

The program is staffed by one library Media Generalist and one Media Assistant, whose salaries are part of the regular school budget and thus create no added costs. Books and audiovisual materials cost follows:

The Heritage Collection: Poetry		$ 139.80
Four videos (VHS)	(2 orders)	139.80
Coconut Kind of Day (2 copies)		28.00
The Sacred Path (2 copies)		32.00
Caribbean Carnival (2 copies)		30.00
The Moment of Wonder (2 copies) (Dial Publishers)		32.00
The Season of Time (2 copies) (Dial Publishers)		32.00
The Dream Keeper and Other Poems (2 copies) (Knopf Publishers)		32.00
Shipping		16.50
Total		482.10

EVALUATION:

The students will produce a notebook that includes viewing and discussion notes, a poetry book report, and a personal critique of the nine-week session.

TIMELINE:

TO ASSIST STUDENTS IN BECOMING MEDIA CENTER USERS, IN REACHING THEIR LITERACY LEVEL, AND STUDYING THE SOCIAL STUDIES CURRICULUM THROUGH POETRY

Activities	Timeline	Responsibility
1. Select Students	Week one	Social Studies Team
2. Identify Students' Needs, e.g. assignments, materials	Week two	Media Generalist
3. Activities/Implement Plan	Week three (VHS #1) Week four (VHS #2) Week five) (VHS #3) Week six (VHS #4) Week seven (select poetry book) Week eight (prepare book report/ notebook) Week nine (evaluate program w/students)	"

SUMMARY

Reading and Media Center usage will be characterized by:

Emphasis on meaning, that is, on comprehending what is viewed and read, employing a full range of cues (phonemic, contextual, curriculum-based) as aids to "constructing meaning";

Exposure to a wide range of appropriate text, focusing upon poetry;

Reading material that reflects and respects the life experiences and backgrounds of the students.

While a variety of teaching approaches have value in conveying reading and library usage to students, experts believe that reading instruction for disadvantaged students should include:

Opportunities to engage in extended silent reading of appropriate texts;

Teacher-student and student-student discourse about the meaning and interpretation of material that has been read, as well as, its relevance to students' life experiences;

The opportunity to relate reading to other uses of language, in particular, written and oral expression.*

This program will contribute to examples of alternative approaches to the instruction of African-American male students and will identify effective practices with reference to student learning outcome.

* Refer to Better Schooling for the Children of Poverty: Alternatives to Conventional Wisdom, USED, Office of Planning, Budget, and Evaluation, January 1990.

FINAL EVALUATION

Goal #1: This goal was met.

A. Nine weeks of one hour tutoring classes (9:00 - 10:00, Wednesdays) was completed.

B. Six African-American male students participated in the tutoring sessions.

Objective #1: This objective was met. (amended)

A. The outreach program was amended to be implemented at Andrew Jackson Middle School.

Objective #2: This objective was met. (amended)

A. Collaboration and implementation was realized with English and Special Education teachers.

Goal #2: This goal was met.

A. The students became Media users by attending classes as scheduled; by evaluating videos; by writing book reports; and by using equipment.

B. The students increased their literacy level through the writing and editing of poetry; the writing and editing of evaluations; and through oral presentation of their poetry.

C. This goal was amended to support the English and Special Education curriculums.

Objective #1: This objective was met.

A. The students particiated in both written and oral approaches to the study of poetry. Discussion of poetry samples was utilized for interpretation of various aspects of life, e.g., love, death, war, nature, religion, and learning.

The Media Generalist met with every class and exhibited the skills of instruction, utilizing cooperative learning techniques.

Objective #2: This objective was met.

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A. Students created personal poetry, based upon topics

discussed in the tutorial.

Objective #3: This objective was met.

A. Materials which were selected to support the social studies curriculum were appropriate for English classes.

STUDENT EVALUATIONS

Phillip Dawson: "The thing I liked about this class is I learned about poetry. And we watched movies. And I wrote poetry."

Pedro Ballinger: "This class is good. . .it helps me to learn about other people. . .it helps me to feel words, and writing poems is the best thing you can do in your spare time."

Antwain Simpson: "I like this class because it inspires you about poems."

Melvin Graham: "I like this class because it makes me think and it teaches me to make poems."

Dino Saunders: "I liked the class because this class showed me how to write poetry and this class is a very good class and I would like to come back."

Michael Turner: "I like this class because I learned about poems and we got to write about whatever we wanted. . .I enjoyed being in this class and I don't want to leave this class."

Each student completed a notebook which contained evaluations of videos, copies of student poetry, and personal evaluations. During the final class, the students gave oral presentations of their poetry.

M E M O

April 14, 1993

To: Staff
From: Media Center
Re.: Videos for check-out

Dr. Lynn's Wednesday Poetry Class has reviewed and evaluated four

videos for instructional use.

1: A Quip With Yip and Friends (actors portray poetry of Ogden Nash, Dorothy Parker, Phyllis McGinley, e.e. cummings)

2: With A Feminine Touch (poetry of Brontes, Dickinson, Millay, Plath; subjects: death, nature, love, friends, history of the Bronte sisters, mental illness). This video is recommended only for advanced group. Teacher should preview.

3: Whispers on the Wind (poetry of Tennessee Williams, James Weldon Johnson, Native Americans -- poems about nature, history, schooling, religion.) Native American poetry is presented in foreground of the Black Hills.

4: America in Portrait (poetry of Masters, Frost, Poe, Sandburg, Holmes, Hughes -- narrated by Henry Fonda, James Whitmore, and William Shatner.) Themes: race, working man, materialism, Native Americans, marriage, "life"

Videos numbers 3 and 4 received a five star rating from the student reviewers.

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HATE

Hate is ever evil

Hate is ever dark

Hate is like a snake that wants

Satan's faith.

by Dino Saunders

HATE

Hate is wrong

Hate is evil

You should not hate

NO ONE

NO BODY

Not by the color of their skin.

When you hate

You make the Devil happy

When you don't hate

You make the Lord happy.

People today

Hate people

Because

The way they are

What they wear

How they look.

WRONG!

STOP!

by Melvin Graham

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HATE

Why do people hate?

Hate is like devil'sgate.

Something you can't get over

Something that makes you sober.

People hate because you're different

I don't know why

And

I can almost cry.

by Mike Turner

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LOVE OF ME

Love
It's like a rose
wonderful
Love
is something
that you feel
not
to touch
Love can hurt
Love can hate
Love
is something
not only with passion
it's friendship too
Love
is the most
best thing in life
understand
that love is
a part of me.

by Pedro Ballinger

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love could be good

love could be bed

love could be the best feeling

you've ever had

when you are in love

you feel like a dove--

you fly so high in the sky

when you are in love

you feel so happy

and

you will never ever

feel the same.

by Michael Turner

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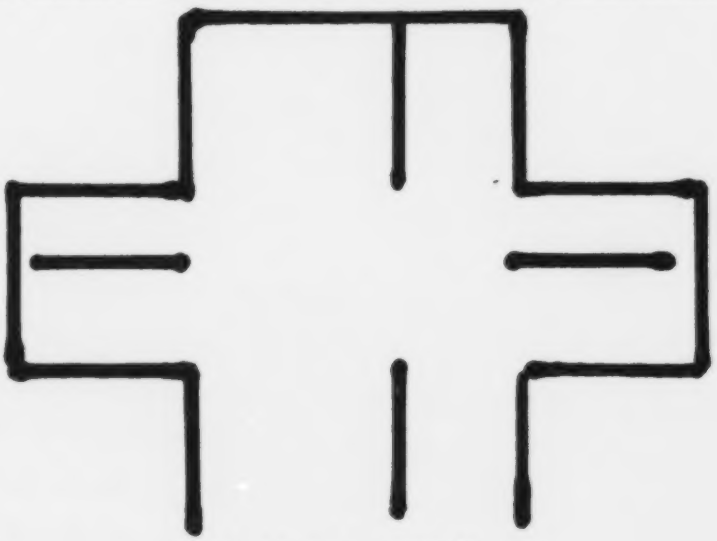
PHILLIP M. DAWSON

4-12-79



PHILLIP WAS A GOOD MAN

AND AN EDUCATED MAN.

HE DIED A GOOD MAN.

I BELIEVE IN JESUS

Jesus is strong

Jesus is my Lord

He died

on the cross

for my sins.

He is great

He can't be hated.

Jesus came

into my life

at a great time.

I have faith

because

Jesus is great.

He will rise higher than a mountain

higher than a tower.

He will rise again

I can't wait.

Believe in Jesus, Jesus is Great!

by Melvin Graham

AMERICA

America is a place of glory

and faith

and hope.

But, evil came to America

and violence.

Why are people hated?

Why are people killed?

Why do we look at color

more than

What is inside the man?

Violence is the Devil's breeding.

We in America

need our country

to survive this anger.

Why?

Why?

Every day, inside I cry

for

The brothers and sisters of America.

by Pedro Ballinger

ANTWAIN

SIMPSON

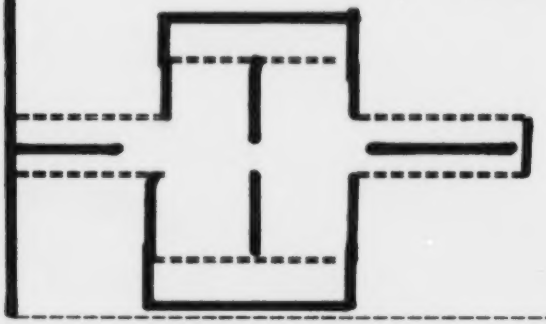
YEAR 1981 -

Antwain was a Beloved

MAN

By his Family

And the NBA



HATE

Why do people hate?

Hate is like a devil'sgate

Something you can't get over

Something that makes you sober

People hate because you're different

That's not right

Some people fight because of hate

And you have no fate if you hate.

Can someone tell me

Why do people hate

and

Who started hate?

(Probably the Devil

It seems like something he would.)

Hate is like a hiccup

Something that is hard to rid.

I can't understand

Can someone tell me why

Why do people hate?

by Michael Turner

GOD

God is great

God is good

But, only in your heart

is He the best.

The Lord is great,

powerful,

merciful,

A powerful, merciful worker.

When you are down

He will always lift you.

Only if you believe in God

Only if you can see the light

Will you see

We weren't put on this earth

To fight.

God did not make us that way.

I say,

I thank God for my life

and the world.

by Michael Turner

THE LIBRARY

The Library
is a place
for learning,
The Library
is a place
to concentrate,
A place for QUIET.
by Antwain Simpson

LIBRARY

The Library
is a place to learn
The Library
is a place to be free
and
if you want to be
Free
come down to the Library
and read with me.
by Dino Saunders

MY PLACE

The Library is a PLACE

with adventure, a PLACE

of history.

A PLACE that you can learn from

A PLACE free

A PLACE where you can get away

A PLACE to be

A PLACE about you and me.

by Pedro Ballinger

THE LIBRARY

The Library

is a place for reading

The Library

is a place for learning

The Library

is a place for quietness.

by Phillip Dawson

THE LIBRARY

Library is a place

where you read

where you can learn

You get smart

where you can concentrate

where you read about things.

by Michael Turner

love

love is like a rose

that everybody loves

it is so passionate

and

when you are in love

you feel like a bird that is free

you feel so good inside

when you are in love

a heart is not easy to break

and

you should share your love

with everyone.

by Michael Turner

Bonnie F. Johns Educational Media Center
Office of Library and Media Services

Nonprint Review Form

Classification No. _____

Subject Area _____

Title: _____ Copyright Date _____

Material: 16mm Films _____ Video Tapes _____

Other _____

Producer: _____ **Distributor:** _____ **Price:** _____

Visuals: Realistic: yes ___ no ___ B &W ___ Color ___ Cartoon Style ___ Photos ___ Drawings ___

Number of minutes _____

Please circle the appropriate interest level: P K 1 2 3 4 5 6 7 8 9 10 11 12 Adult

Limit to certain grades only? (circle) P K 1 2 3 4 5 6 7 8 9 10 11 12 Adult

Key: P - Poor F - Fair G - Good VG - Very Good O - Outstanding NA - Not Applicable

	P	F	G	VG	O	NA
Sound synchronization						
Music						
Sound Effects						
Voice Quality						
Vocabulary Appropriate to Purpose & Intended Audience						

	P	F	G	VG	O	NA
Develops Critical Thinking						
Captions Relevant to Pictures						
Sequence of Ideas						
Visuals Quality						
Content: Impartial _____						
Authentic _____						
Current						

Controversial area: If so, elaborate: _____

_____

Use this space for brief description of this material. Give the type of critical annotation here that would be useful to persons who have not seen this material and need a brief idea of its purpose, general content, and format. Limit comment to this space. _____

_____

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Rating: ( ) Recommended E____ M____ H____ ( ) Not Recommended

If purchase is suggested, please indicate priority rating: (Low) 1 2 3 4 5 (High)

If film is available on free loan or on a rental basis, do you approve it for use in the county? Yes ___ No ___

REQUIRED: Signatures of 3 Professionals, or the content supervisor is needed for 16mm Films and Video Tapes

Evaluator's Name	Position	School or Office	Date Evaluated